

SPARTANBURG 6 SCHOOL DISTRICT

1390 Cavalier Way
Roebuck, SC 29376

GRADES PK-12

ENROLLMENT 9,349 Students

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

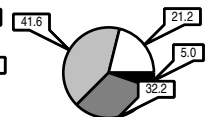
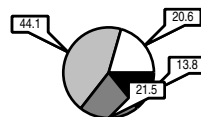
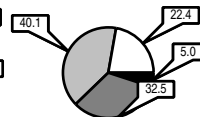
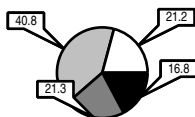
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Districts with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	78.8	N/A	N/A	80.3	N/A	N/A
Passed 1 subtest	10.0	N/A	N/A	10.8	N/A	N/A
Passed no subtests	11.2	N/A	N/A	9.0	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	23.9	17.7
Seniors who met the SAT/ACT requirement	23.9	18.2
Seniors who met the grade point average	62.7	57.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,464	99.5	22.3	40.2	32.5	5.0	37.4
Gender							
Male	2,304	99.4	26.4	41.7	27.8	4.1	31.9
Female	2,160	99.7	18.1	38.7	37.4	5.9	43.3
Racial/Ethnic Group							
White	2,606	99.6	14.5	37.9	40.6	6.9	47.6
African-American	1,325	99.5	34.9	46.1	17.6	1.4	19.0
Asian/Pacific Islander	173	100.0	22.0	37.7	30.8	9.4	40.3
Hispanic	330	99.4	38.7	37.6	23.0	0.7	23.8
American Indian/Alaskan	23	95.7	20.0	25.0	55.0	0.0	55.0
Disability Status							
Not Disabled	3,931	99.8	20.0	41.1	33.7	5.2	39.0
Disabled	533	97.9	40.4	33.7	22.7	3.2	25.9
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	4,463	99.5	22.3	40.2	32.5	5.0	37.5
English Proficiency							
Limited English Proficient	176	98.9	59.0	32.6	8.3	0.0	8.3
Non-Limited English Proficient	4,288	99.6	21.0	40.5	33.4	5.2	38.5
Socio-Economic Status							
Subsidized meals	2,056	99.4	35.1	43.8	20.1	0.9	21.0
Full-pay meals	2,407	99.7	12.3	37.4	42.2	8.1	50.3
Mathematics							
All Students	4,464	99.5	21.1	40.8	21.4	16.8	38.1
Gender							
Male	2,303	99.4	23.6	39.1	20.4	16.8	37.3
Female	2,161	99.7	18.4	42.6	22.3	16.7	39.0
Racial/Ethnic Group							
White	2,607	99.5	13.7	38.0	25.7	22.6	48.3
African-American	1,325	99.6	35.8	45.8	13.5	4.8	18.4
Asian/Pacific Islander	173	100.0	9.4	40.9	21.4	28.3	49.7
Hispanic	329	98.8	30.9	43.3	16.3	9.6	25.9
American Indian/Alaskan	23	100.0	14.3	42.9	23.8	19.0	42.9
Disability Status							
Not Disabled	3,931	99.7	18.0	40.9	22.9	18.3	41.2
Disabled	533	98.1	45.1	40.3	9.9	4.8	14.7
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	4,463	99.5	21.1	40.8	21.4	16.8	38.1
English Proficiency							
Limited English Proficient	176	98.3	41.4	46.2	11.0	1.4	12.4
Non-Limited English Proficient	4,288	99.6	20.3	40.6	21.7	17.3	39.1
Socio-Economic Status							
Subsidized meals	2,055	99.3	32.9	44.9	15.8	6.4	22.2
Full-pay meals	2,408	99.7	11.9	37.5	25.7	24.9	50.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	708	99.7	16.3	34.8	43.3	5.6	48.9
	Grade 4	735	99.6	18.5	40.1	36.4	5.0	41.4
	Grade 5	787	99.9	26.1	48.5	23.9	1.4	25.3
	Grade 6	783	99.6	30.7	37.6	26.2	5.5	31.7
	Grade 7	745	98.9	27.7	48.1	22.9	1.2	24.1
	Grade 8	742	99.9	30.1	45.2	21.7	3.1	24.7
2004	Grade 3	686	99.7	13.2	30.8	44.8	11.1	55.9
	Grade 4	712	99.3	17.7	42.2	37.2	2.9	40.1
	Grade 5	741	99.2	19.4	51.3	27.2	2.1	29.3
	Grade 6	800	99.6	35.1	36.9	24.8	3.2	28.0
	Grade 7	781	99.7	24.9	47.0	24.2	3.8	28.1
	Grade 8	750	99.6	25.6	45.8	23.7	4.9	28.6

Mathematics								
2003	Grade 3	708	99.9	13.7	46.0	19.9	20.4	40.3
	Grade 4	735	100.0	18.9	43.9	21.8	15.3	37.1
	Grade 5	787	99.9	21.1	42.3	25.0	11.5	36.6
	Grade 6	783	99.9	20.4	36.0	22.6	21.0	43.6
	Grade 7	745	99.5	30.8	38.5	15.3	15.3	30.7
	Grade 8	742	99.7	27.9	48.0	15.1	9.0	24.1
2004	Grade 3	686	99.6	15.0	46.9	25.4	12.6	38.0
	Grade 4	712	99.3	17.2	43.8	24.0	15.1	39.1
	Grade 5	741	99.1	18.4	46.8	19.8	15.0	34.8
	Grade 6	800	99.8	22.9	34.0	22.9	20.1	43.1
	Grade 7	781	99.9	24.1	36.4	17.2	22.2	39.5
	Grade 8	750	99.6	32.8	41.6	15.1	10.5	25.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	723	99.2	15.6	21.4	29.7	33.2	63.0
Gender							
Male	348	99.4	21.5	21.5	26.5	30.6	57.1
Female	375	98.9	10.3	21.4	32.7	35.7	68.4
Racial/Ethnic Group							
White	452	99.3	8.8	16.1	29.6	45.5	75.1
African-American	201	98.5	26.8	31.8	28.3	13.1	41.4
Asian/Pacific Islander	24	100.0	12.5	16.7	50.0	20.8	70.8
Hispanic	43	100.0	37.2	30.2	23.3	9.3	32.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	647	99.4	10.5	20.7	32.0	36.8	68.8
Disabled	76	97.4	61.1	27.8	9.7	1.4	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	723	99.2	15.6	21.4	30.9	33.2	63.0
English Proficiency							
Limited English Proficient	19	100.0	63.2	26.3	5.3	5.3	10.5
Non-Limited English Proficient	704	99.1	14.3	21.3	30.4	34.0	64.4
Socio-Economic Status							
Subsidized meals	214	98.6	31.1	32.1	23.4	13.4	36.8
Full-pay meals	509	99.4	9.2	17.0	32.3	41.5	73.9
Mathematics							
All Students	723	99.0	16.6	25.7	30.9	26.8	57.7
Gender							
Male	348	99.1	21.5	24.5	24.8	29.2	54.0
Female	375	98.9	12.2	26.8	36.5	24.6	61.1
Racial/Ethnic Group							
White	452	99.3	10.4	23.3	31.2	35.1	66.3
African-American	201	98.5	29.3	32.8	28.3	9.6	37.9
Asian/Pacific Islander	24	100.0	N/A	8.3	54.2	37.5	91.7
Hispanic	43	97.7	31.0	28.6	26.2	14.3	40.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	647	99.2	10.5	25.9	33.8	29.8	63.6
Disabled	76	97.4	70.8	23.6	5.6	N/A	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	723	99.0	16.6	25.7	30.9	26.8	57.7
English Proficiency							
Limited English Proficient	19	94.7	22.2	38.9	27.8	11.1	38.9
Non-Limited English Proficient	704	99.1	16.5	25.3	31.0	27.2	58.2
Socio-Economic Status							
Subsidized meals	214	98.1	31.7	31.7	26.0	10.6	36.5
Full-pay meals	509	99.4	10.4	23.2	32.9	33.5	66.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	489	96.9%	536	23.9%	569	84.0%	N/A
Gender							
Male	230	96.5%	258	25.2%	288	81.6%	
Female	259	97.3%	278	22.7%	281	86.5%	
Racial/Ethnic Group							
White	329	99.7%	342	32.2%	354	89.5%	
African American	134	91.0%	161	3.1%	181	73.5%	
Asian/Pacific Islander	14	100.0%	14	64.3%	14	92.9%	
Hispanic	12	83.3%	17	23.5%	18	72.2%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	469	97.4%	500	25.4%	516	88.8%	
Disabilities other than speech	20	85.0%	36	2.8%	53	37.7%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	489	96.9%	536	23.9%	N/A	N/A	
English Proficiency							
Limited English proficient	4	I/S	4	I/S	7	42.9%	
Non-LEP	485	97.1%	532	24.1%	562	84.5%	
Socio-Economic Status							
Subsidized meals	96	87.5%	115	6.1%	142	63.4%	
Full-pay meals	393	99.2%	421	28.7%	427	90.9%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	96.9%	96.0%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	569	755
Number of Diplomas	478	600
Rate	84.0%	81.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	525	527	522	526	1047	1053
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.5	19.6	19.5	19.6	20.2	19.8	19.9	19.5	19.9	19.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 9,349)				
First graders who attended full-day kindergarten	95.9%	N/C	95.8%	97.2%
Retention rate	3.5%	Up from 3.2%	4.2%	5.3%
Attendance rate	97.9%	Up from 96.3%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%		5.5%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		4.4%	5.1%
Eligible for gifted and talented	15.2%	Down from 16.1%	16.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 8.9%	11.5%	10.9%
Older than usual for grade	2.9%	Down from 3.0%	3.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 0.8%	0.9%	1.1%
Enrolled in AP/IB programs	26.6%	Down from 28.1%	12.9%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	269	Up from 130	161	157
Completions in adult education GED or diploma programs	79	Down from 105	52	39
Annual dropout rate	3.2%	Up from 1.8%	2.9%	2.9%
Teachers (n= 647)				
Teachers with advanced degrees	65.1%	Up from 64.1%	55.2%	50.0%
Continuing contract teachers	85.0%	Down from 87.4%	85.2%	84.6%
Highly qualified teachers**	94.1%	N/A	93.3%	92.5%
Teachers with emergency or provisional certificates	2.7%		2.7%	4.4%
Teachers returning from previous year	91.7%	Up from 91.0%	91.9%	89.9%
Teacher attendance rate	96.0%	Down from 96.1%	95.2%	94.7%
Average teacher salary	\$42,910	Down 1.2%	\$42,085	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	10.9 days	No change	11.7 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.0 to 1	22.6 to 1	21.0 to 1
Prime instructional time	93.3%	Up from 91.8%	90.5%	89.5%
Dollars spent per pupil*	\$6,612	Up 1.7%	\$6,800	\$7,217
Percent of expenditures for teacher salaries*	60.9%	Down from 61.7%	57.9%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	96.5%	Up from 94.7%	99.0%	97.3%
Number of schools	14	No change	13	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	1.9%	Up from 1.7%	4.3%	4.3%
Average age in years of school facilities	16	Up from 14	21	26
Number of schools with SACS accreditation	14	No change	9	8
Average administrator salary	\$69,658		\$69,658	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	9.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Spartanburg School District Six has enjoyed another outstanding year filled with tremendous accomplishments. The achievement of our students and schools is a direct result of the caliber of our students, the support and close working relationship that we have with our parents and patrons, and the dedication, hard work, and commitment of our faculty, staff and administration, all of which is in the supportive climate created by our Board of Trustees.

Some of the accomplishments enjoyed by our schools include Arcadia, Lone Oak, and West View elementary schools joining Pauline-Glenn Springs, Anderson Mill, and Woodland Heights elementary schools and Dawkins Middle School in being named Red Carpet Award winners, recognition given to schools having a welcoming environment that is conducive to overall school success. Our middle schools produced the most Junior Scholars (87) in Spartanburg County. Lone Oak Elementary School received a "Success for All" reading grant totaling \$350,000 while the Dorman Academic Team won another national championship. Dorman High School seniors had an average SAT score of 1047 in 2003. This is the third consecutive year that the SAT average has exceeded both the state and national average. All schools in District Six help prepare students through the years and should take pride in Dorman High School's outstanding accomplishments.

Our District is currently undergoing a strategic planning process in which stakeholders developed a revised mission statement, which reads: "Spartanburg School District Six, where children are always first, ensures the highest quality education for all children by providing a highly qualified staff, a challenging curriculum, first class facilities, and a nurturing environment." We will continue to live to the standards set by those words as we strive to educate our greatest resource - our children.

Dr. Darryl Owings, Superintendent